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Women in the Universities of the World

By WALTER CROSBY EELLS*

WOMEN compose 20 percent of the student bodies of the universities of the world outside the United States of America, as reported for 693 such institutions in 76 countries in the recently published reference volume *Universities of the World Outside U. S. A.*[1]

Women compose 8.5 percent of the staff members of the universities of the world outside the United States of America, as reported for 632 such institutions in 72 countries in the same reference volume.

The universities of the Republic of the Philippines rank consistently and reliably highest in both proportion of students and of staff members, who are women, among all countries in the world.

The preceding paragraphs are summaries of information resulting from an extended analysis of the detailed data on sex of students and of staff members as far as given in the reference work named. This work gives fairly extensive descriptions for some 700 of the principal universities in foreign countries and shorter sketches for 700 more. Unfortunately, sex of students and of staff members is not given for all of these institutions, but it is for a great majority of them, especially for those with the longer descriptions. The number of sketches containing such information is sufficient to give a representative figure for most of the countries of the world, including all of the more important ones except the Union of Soviet Socialist Republics.

Information regarding number and percentage of women students in the universities in each of the countries named is given in table 1. The countries are ranked according to the percentage of students who are women.[2] The column "Percent Students Represented" has been included to indicate the reliability of the figure given in the preceding column

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[1] M. M. Chambers (editor), *Universities of the World Outside U. S. A.*, Washington, D. C., American Council on Education, 1950. In the United States of America in 1,788 "institutions of higher education" (a somewhat broader term than universities, since it includes junior colleges), 30 percent of the 2,456,841 students and 27 percent of the 197,244 staff members reported in 1949 were women. (*Statistical Abstract of the United States, 1950*. Washington, D. C., U. S. Government Printing Office, 1950. pp. 125–26.)

[2] No information on sex of students or staff members is given for the following 10 countries represented in *Universities of the World Outside U. S. A.*: Afghanistan, Algeria, El Salvador, Haiti, Indonesia, Israel, Liberia, Palestine, Paraguay, and Union of Soviet Socialist Republics. In tables 1 and 2 the classification used in *Universities of the World Outside U. S. A.* has been followed except that "Great Britain and Northern Ireland" has been shown separately for England, Scotland, Wales, and Northern Ireland; "Malaya and Singapore" has been shown separately for Malaya and Singapore; and "Germany" has been shown separately for the American, British, and French Zones (no information on sex given for universities in the Russian Zone).

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as a fair representation of the situation in the country. For example, for Cuba, the first country in the list, the percentage of women students is based upon 3 institutions with an enrollment of only 591 students, whereas the University of Havana, which reports "about 15,000 students," gives no information regarding their sex. Undoubtedly some of them are women, but the possibility is very remote that 61 percent are women. Thus the percentage of 61.3 given for Cuba is based on only 4 percent of the total student population reported and therefore should be considered as quite unreliable for the country as a whole.

Reports for most of the other nations are based upon substantial proportions of their total reported enrollments. In 37 cases they are based upon all (100 percent) of their reported enrollments; in three-fourths of the countries they are based upon more than 50 percent of the reported total enrollments. On the other hand, in only 4 countries—Bulgaria, Cuba, Iran, and Costa Rica—are the data based upon less than 10 percent of total reported enrollments, and in only 2 others—Siam and Hungary—upon less than 25 percent of total reported enrollments. These 6 countries have been starred (*) in table 1. The percentage of women students reported for them should be accepted with considerable reservation and caution.

It should be noted, too, that the enrollment data are not necessarily for any single date. As explained in the Preface to the volume, while data usually are given for 1947 or 1948, in exceptional cases they may go back as far as 1945. Probably they are equally representative for 1950 for most nations, as far as sex is concerned, but for such a nation as Japan, for example, there has been a marked change from the figure given of 2.4 percent, which was for 1948. In 1950, over 93,000 new students were admitted to 20

Table 1.—Women students in universities of the world outside U. S. A.

[Figures marked with an asterisk (*) are based on less than 25 percent of the reported total enrollments]

Rank based on percent (women)	Country	Institutions reporting students by sex	Total students	Percent students represented	Women students	Percent (women)
1	Cuba	3	591	4	362	*61.3
2	Philippines	13	52,098	100	23,978	46.0
3	Siam	3	3,065	18	1,407	*45.9
4	Panama	1	859	100	389	45.3
5	Finland	9	15,183	100	5,390	35.5
6	Yugoslavia	1	15,130	34	4,635	30.6
7	Poland	18	38,310	56	11,478	30.0
8	Rumania	3	30,288	100	9,059	29.9
9	Chile	3	6,954	70	2,067	29.7
10	British West Indies	1	34	40	10	29.4
11	Scotland	4	15,011	100	4,362	29.1
12	France	42	109,780	79	31,749	28.9
13	Wales	7	8,865	100	2,494	28.1
14	Germany (French Zone)	6	14,371	100	3,879	27.0
15	Italy	36	211,283	96	55,624	26.3
16	Uruguay	1	7,199	100	1,890	26.3
17	Ireland	5	7,545	100	1,978	26.2
18	Canada	37	116,790	100	30,491	26.1
19	Union of South Africa	6	9,554	50	2,392	25.0
20	Burma	1	4,000	100	1,000	25.0
21	Hong Kong	1	506	43	125	24.7
22	Bulgaria	1	1,905	5	459	*24.1
23	Peru	8	14,591	99	3,464	23.7
24	Austria	13	34,906	100	8,099	23.2
25	Australia	7	25,342	89	5,812	22.9
26	Denmark	7	10,959	37	2,458	22.4
27	Trieste	1	1,563	100	348	22.3

Table 1.—Women students in universities of the world outside U. S. A.—Continued

Rank based on percent (women)	Country	Institutions reporting students by sex	Total students	Percent students represented	Women students	Percent (women)
28	Northern Ireland	2	2,629	100	573	21.8
29	England	14	38,654	46	8,342	21.6
30	Mexico	14	38,893	75	8,361	21.5
31	Czechoslovakia	11	53,197	82	11,415	21.5
32	New Zealand	4	8,493	75	1,754	20.7
33	Germany (American Zone)	33	60,114	100	12,110	20.1
34	Sweden	16	12,659	77	2,587	20.0
35	Turkey	9	20,112	98	3,968	19.7
36	Germany (British Zone)	11	25,022	88	4,881	19.5
37	Brazil	56	17,489	84	3,148	18.0
38	Bolivia	6	4,833	100	868	18.0
39	Ecuador	5	3,571	100	620	17.4
40	Greece	4	3,594	28	623	17.3
41	Iceland	1	484	100	81	16.7
42	Singapore	2	601	100	94	15.6
43	Hungary	2	3,127	12	480	*15.4
44	Argentina	4	35,736	51	5,378	15.0
45	Switzerland	9	17,281	94	2,567	14.9
46	Belgium	18	18,882	100	2,712	14.4
47	Iraq	3	1,083	100	151	13.9
48	Spain	15	88,243	99	12,136	13.8
49	Guatemala	1	1,851	100	254	13.7
50	Netherlands	10	20,852	81	2,826	13.6
51	Syria	1	2,222	100	284	12.8
52	Pakistan	3	66,300	100	8,096	12.2
53	Ceylon	2	3,204	100	363	11.3
54	Venezuela	2	4,496	95	491	10.9
55	Lebanon	1	2,026	36	219	10.8
56	India	18	163,281	65	17,532	10.7
57	Portugal	4	5,465	73	540	9.9
58	Norway	5	2,012	25	182	9.1
59	Nicaragua	3	1,276	100	100	7.8
60	Korea	12	12,079	59	936	7.7
61	Malta	1	316	100	22	7.0
62	Colombia	8	13,820	82	960	6.9
63	Egypt	4	16,095	53	1,005	6.2
64	British East Africa	1	218	100	13	6.0
65	Indo-China	1	170	100	10	5.9
66	China	69	74,292	52	4,169	5.6
67	Honduras	1	481	100	24	5.0
68	British West Africa	2	312	100	11	3.5
69	Dominican Republic	1	300	100	10	3.3
70	Japan	55	89,338	100	2,180	2.4
71	Iran	1	149	3	3	*2.0
72	Anglo-Egyptian Sudan	1	228	100	3	1.3
73	Vatican City	6	961	100	0	0
74	Malaya	1	95	100	0	0
75	Mauritius	1	29	100	0	0
76	Costa Rica	1	16	1	0	*0
	Total	693	1,693,263	74.5	338,481	20.0

Source: M. M. Chambers, *editor*, *Universities of the World Outside the U. S. A.*, Washington, D. C., American Council on Education, 1950.

Table 2.—Women staff members in universities of the world outside U. S. A.

[Figures marked with an asterisk (*) are based on less than 25 percent of the reported total enrollments]

Rank based on percent women	Country	Institutions reporting staff by sex	Total staff members	Percent staff members represented	Women staff members	Percent women
1	Philippines	13	2,517	98	749	29.8
2	Hong Kong	1	51	64	12	23.5
3	Argentina	3	1,393	62	293	21.0
4	Siam	3	297	73	61	20.5
5	British West Africa	2	69	100	12	17.4
6	Cuba	3	104	100	17	16.3
7	Turkey	6	624	51	97	15.5
8	Yugoslavia	1	723	66	108	14.9
9	Union of South Africa	9	1,709	100	243	14.2
10	Panama	1	74	100	10	13.5
11	Brazil	52	1,756	90	218	12.4
12	Canada	34	6,673	83	828	12.4
13	Australia	8	2,071	100	249	12.0
14	Wales	7	976	100	117	12.0
15	Northern Ireland	2	302	100	36	11.9
16	England	12	3,380	43	399	11.8
17	China	69	9,067	49	1,059	11.7
18	Iran	1	18	5	2	*11.1
19	Scotland	3	1,161	84	122	10.5
20	Mexico	13	2,577	29	254	9.9
21	Hungary	3	550	31	54	9.8
22	British East Africa	1	51	100	5	9.8
23	New Zealand	6	546	100	53	9.7
24	Ireland	5	502	100	48	9.6
25	Lebanon	2	511	100	48	9.4
26	Denmark	5	341	33	32	9.4
27	India	16	9,028	82	751	8.3
28	Pakistan	3	1,206	100	92	7.6
29	Poland	17	2,345	44	166	7.1
30	Chile	2	170	22	12	*7.1
31	Germany (American Zone)	31	2,282	93	151	6.6
32	Peru	8	1,507	100	97	6.4
33	Singapore	2	78	100	5	6.4
34	British West Indies	1	16	100	1	6.2
35	Austria	13	1,217	100	69	5.7
36	Italy	21	2,178	54	123	5.6
37	Portugal	5	526	91	29	5.5
38	Spain	6	706	34	33	4.7
39	Ceylon	2	135	100	6	4.4
40	Finland	8	746	97	33	4.4
41	Sweden	15	1,235	100	53	4.3
42	Anglo-Egyptian Sudan	1	49	100	2	4.1
43	France	36	2,443	85	93	3.8
44	Netherlands	8	640	87	24	3.8
45	Colombia	6	1,068	95	39	3.7
46	Ecuador	5	441	100	15	3.4
47	Bolivia	7	714	100	22	3.1
48	Norway	5	204	60	6	2.9
49	Egypt	2	466	21	13	*2.8
50	Czechoslovakia	11	1,539	89	42	2.7
51	Uruguay	1	294	100	8	2.7

Table 2.—Women staff members in universities of the world outside U. S. A.—Continued

Rank based on percent women	Country	Institutions reporting staff by sex	Total staff members	Percent staff members represented	Women staff members	Percent women
52	Switzerland	8	1,413	100	37	2.6
53	Germany (French Zone)	6	582	100	15	2.6
54	Iraq	3	93	100	2	2.2
55	Rumania	3	283	100	6	2.1
56	Germany (British Zone)	9	1,307	82	26	2.0
57	Belgium	17	1,188	100	20	1.7
58	Japan	55	8,173	100	114	1.4
59	Bulgaria	1	165	22	2	*1.2
60	Korea	12	1,170	87	14	1.2
61	Malta	1	85	100	1	1.2
62	Syria	1	106	100	1	.9
63	Guatemala	1	231	100	2	.9
64	Greece	3	124	23	1	*.8
65	Costa Rica	2	189	100	1	.5
66	Venezuela	2	599	95	3	.5
67	Vatican City	6	161	100	0	0
68	Honduras	1	72	100	0	0
69	Nicaragua	1	54	71	0	0
70	Dominican Republic	1	20	100	0	0
71	Mauritius	1	16	100	0	0
72	Malaya	1	8	100	0	0
	Total	632	85,316	67.7	7,256	8.5

Source: M. M. Chambers, *editor, Universities of the World Outside the U. S. A.*, Washington, D. C., American Council on Education, 1950.

universities (about 150 of them new institutions) in Japan, of whom 8.8 percent were women. In Korea, on the other hand, presumably all universities have been closed. How the statistics given for China may have changed is not known.

The distribution of countries in table 1 follows no simple geographic pattern. The first 10 countries in the list represent Europe, Asia, and South America as well as island countries of the Atlantic and Pacific Oceans. The countries of Europe are scattered from No. 5 to No. 73; those of Asia from No. 2 to No. 74; and those of South America from No. 9 to No. 76.

The countries reporting the largest number of women students were: Italy, France, Canada, Philippines, India, Spain, Germany (American Zone), Poland, and Czechoslovakia. All of these nine countries are of satisfactorily high reliability, except perhaps Poland and India, for which the total number of women students would be substantially higher if complete data were available. England, with only 8,342 women reported in table 1, would doubtless be included in the list had sex components been reported for the many units enrolling a total of 41,643 students in the University of London.

Table 2, arranged in the same way as table 1, gives similar information regarding women as members of the staffs of universities of the world. In most cases, but not always, the information is given for the same institutions in both tables. Consequently the number of institutions in the two tables is different for some countries.

National Research Council Fellowships

THE NATIONAL RESEARCH COUNCIL offers a series of fellowships in the natural and medical sciences that provide special opportunity for advanced study and training in fundamental research to young men and women of unusual promise and ability. The fellowships are sponsored by philanthropic and industrial organizations and administered by or upon the advice of the National Research Council.

The agencies sponsoring the fellowships and the fields in which the appointments are available are:

The American Cancer Society for those fields of investigation pertaining to the problems of cancer.

The James Picker Foundation to foster research in and broaden the scope of radiology.

The Lilly Research Laboratories in the following *medical sciences:* Anatomy, biochemistry, biophysics, histology, immunology, microbiology, pathology, pharmacology, physiology, and related subjects; and in the following *natural sciences:* Biochemistry, biophysics, botany, organic chemistry, physics, physiology, zoology, and allied fields.

Merck and Company, Inc., for research in biology, chemistry, and physics, including preclinical medical sciences.

Rockefeller Foundation to promote the training of investigators in basic research in the *natural sciences:* Agriculture, anthropology, astronomy, biochemistry, biophysics, botany, chemistry, forestry, geography, geology, geophysics, mathematics, paleontology, physical geography, physics, psychology, and zoology; and to offer advanced training for research in the basic *medical sciences.*

The National Tuberculosis Association for research on tuberculosis in the special disciplines of chemistry, clinical medicine, and surgery, epidemiology, microbiology, pathology, and pulmonary physiology.

The Radio Corporation of America for special graduate training and experience in the general field of electronics, either as a branch of electrical engineering or as a part of the general field of physics.

The fellowships are generally restricted to citizens of the United States and to persons not over 30.[1] Except in the case of the RCA fellowships in electronics, candidates must possess the doctorate or its equivalent experience and achievement in research. The basic stipend ranges from $3,000 to $3,400 for postdoctoral fellows, except that the Merck senior postdoctoral fellowship stipend will be $6,000 per year. The predoctoral basic stipend will be $1,600, while $2,100 is allowed for a married fellow. Annual reports are required of fellows. Publications resulting from the research and fellowship experience should include a credit statement to the organization responsible for that fellowship. The author is expected to furnish one copy of the manuscript or as many as 25 reprints to the organization or to the National Research Council.

Applications for 1953–54 must be postmarked on or before December 10, 1952. Complete information about the fellowships and necessary blanks for applying may be obtained from the Fellowship Office, National Research Council, 2101 Constitution Avenue, NW., Washington 25, D. C.

[1] In some cases, 35 years.

Construction Regulations Liberalized

DIRECTION 8 to revised CMP Regulation 6 issued by the National Production Authority on October 3, 1952, liberalizes self-authorization procedures for college construction projects.

Effective May 1, 1953, colleges may commence construction of educational facilities, other than recreational and amusement projects, without first applying to the Office of Education for authorization and an allotment of materials, provided that the construction does not require more than 25 tons of steel (including structural steel and not to exceed 2½ tons of alloy steel), 5,000 pounds of copper, and 4,000 pounds of aluminum per project per quarter. The new regulation further provides that priority ratings on such projects may be self-authorized to the extent of $100,000 for building equipment and materials, and $200,000 for production equipment. The use of the rating for production equipment may include the purchase of furniture, office furniture, stoves, and other such items necessary to equip new buildings, but may not include machine tools or heavy construction equipment

College recreational and amusement facilities may also be self-authorized after May 1, 1953, provided they may be completed with the use of not more than 5 tons of carbon steel (of which not more than 2 tons may be structural steel), 500 pounds of copper, and 300 pounds of aluminum per project per quarter. No alloy or stainless steel may be self-authorized. Priority rating authority on such projects may be used to the extent of $15,000 for building materials and equipment, and $5,000 for production equipment, with certain exceptions.

Complete information on the use of these self-authorization procedures may be found in Revised CMP Regulation 6, as amended October 3, 1953. The new regulations will enable colleges to start planning such construction immediately, although materials may not be delivered under these liberalized procedures until May 1, 1953. Applications for projects which cannot qualify under self-authorization procedures will continue to be forwarded to the Office of Education.

National Science Foundation Fellowship Program

By VIRGINIA V. SIDES *

THE NATIONAL SCIENCE FOUNDATION has recently announced its second fellowship program for graduate training in the sciences. Fellowship awards will be made for the 1953–54 academic year to students at all levels of graduate study, including the postdoctoral level, in the mathematical, physical, medical, biological, and engineering sciences including physical anthropology, experimental psychology, physical geography, and interdisciplinary fields. Although normally no awards will be made to students of the curriculum leading to the M. D. degree, applications will be accepted from individuals who wish to engage in or prepare for careers in medical research.

National Science Foundation fellowships are available to any citizen of the United States who has demonstrated ability and special aptitude for advanced training in the sciences.

Predoctoral Fellowships

For students on the predoctoral level there will be three categories of awards.

First year fellowships will be awarded either to students who will enter on graduate study for the first time or to students who have not completed a full year of graduate study. Therefore, college seniors who expect to receive the baccalaureate degree before the beginning of the 1953–54 academic year are eligible to apply for these awards. In this respect the program of the Foundation differs from other major fellowship programs which, in general, have made few awards for the first year of graduate study.

Intermediate fellowships will be awarded to graduate students who have completed one year of graduate study but who will need more than one additional year to complete the requirements for the doctoral degree.

Terminal year fellowships will be limited to students who expect to complete the requirements for a doctoral degree within one calendar year from the date on which they enter on the tenure of their fellowships.

NSF predoctoral fellowship awards carry stipends as follows: First year fellowships, $1,400; intermediate fellowships, $1,600; terminal year fellowships, $1,800.

In addition to these basic stipends, the Foundation will pay tuition and certain specified fees, provided they are required of other graduate students of similar standing. A married fellow will normally receive an additional $350 plus $350 for each dependent child. Provisions will be made to pay a limited travel allowance to assist in defraying the cost of travel to the graduate institution at which a fellow will study.

Postdoctoral Fellowships

Postdoctoral fellowships will be awarded to individuals who have completed the requirements for a doctoral degree or who have received equivalent training in some field of science. The stipends for these fellowships will be $3,400; the allowances are identical with those in the predoctoral program.

Fellows are free to choose their institutions and are permitted to study at any accredited institution of higher learning in the United States or in any similar institution abroad approved by the National Science Foundation.

Selection

The Fellowship Office of the National Research Council will assist the Foundation in the screening and evaluation of applicants for these awards. Candidates for the predoctoral awards will be required to take certain parts of the Graduate Record Examinations on January 31, 1953.

All fellows will be selected on the basis of their academic records and recommendations from persons who know of their scientific ability. In the case of applicants for predoctoral fellowships, the scores achieved on the Graduate Record Examinations will also be taken into account by the panels of scientists who will evaluate the applications.

Application forms, which are available from the Fellowship Office of the National Research Council,

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must be submitted before January 5, 1953, in order for a student to be considered for an award. Announcements of the awards will be made by the National Science Foundation on April 1, 1953. The Foundation also plans to announce at the same time the names of those predoctoral candidates to whom awards could not be made but who are considered worthy of Honorable Mention.

Program for the Academic Year 1952–53

The first fellowship program of the National Science Foundation was announced early in November 1951. Approximately 3,000 applications were received from students in every State in the Union, from Alaska, Hawaii, Puerto Rico and, in addition, from American students in Canada, England, and France. The Fellowship Office of the National Research Council assisted the Foundation in the preliminary phase of the program by processing applications and by setting up panels of scientists to evaluate the qualifications of the applicants.

Distribution of National Science Foundation fellowships by field of study, 1952–53

	Pre-doctoral	Post-doctoral	Total
Biological sciences	131	9	140
Chemistry	124	3	127
Engineering	68	1	69
Geology	32	3	35
Mathematics	50	8	58
Physics	118	10	128
Astronomy	5	1	6
Physical anthropology	3	0	3
Experimental psychology	5	3	8
Total	536	38	574

Because of budget limitations, it was not possible to offer awards to all students who were considered to be of graduate school caliber. From the lists submitted by the National Research Council to the Foundation, those were selected who were adjudged to have highest ability, and on April 4, 1952, the Foundation announced the award of 624 fellowships—569 on the predoctoral level and 55 on the postdoctoral level. The number of awards announced exceeded the number of fellowships which the Foundation planned to support by a number equal to the estimated declinations, the estimate being based on experience of other groups awarding fellowships in national competition.

There are currently 574 National Science Foundation fellows, 536 on the predoctoral level and 38 on the postdoctoral level. These students are attending 65 institutions in this country and 16 universities in England, France, Italy, Sweden, Denmark, and Colombia.

The National Science Foundation Act of 1950 provides that when there are two or more applicants of substantially equal ability and there are not enough fellowships to award one to each, the available awards should be made in such a manner as to give wide geographical distribution to the program. The Foundation therefore considered this geographical factor in allocating the fellowship awards with the result that awards were made to residents of 47 of the 48 States. The table above shows the distribution of these fellowships by fields of study. In allocating the awards by fields, the Foundation decided to make the number of fellowships in each area of study proportional to the number of fellowship applicants considered to be of graduate school caliber in that field of study. Thus the Foundation did not impose any arbitrary standards on the distribution of awards among the various scientific disciplines included in the fellowship program.

Opportunities for First Year Graduate Students

A feature of the Foundation's fellowship program which distinguishes it from similar programs is the opportunity offered in this program to students entering upon the first year of graduate study. The fact that the Nation's supply of trained scientists is far below the demands for such trained men and women is well known. Studies made by the Office of Scientific Personnel of the National Research Council and more recently by the National Scientific Register indicate that large numbers of individuals potentially able successfully to pursue graduate study in science are "lost" in the transition between undergraduate and graduate study. The situation in May 1952, as determined by a study carried out under the auspices of the Foundation, indicated that more than 20 percent of the most highly qualified graduating science students throughout the Nation, all of whom wished to continue in training, were likely to be lost from graduate training because of lack of financial support. It is believed, therefore, that, by making the largest number of awards to students entering graduate school

for the first time, some of the highly qualified individuals who could otherwise not do so will be able to take advanced scientific training in their fields of interest.

Demand for Scientists

At the present the Nation is faced with a serious shortage of scientists. However, because the Nation is failing to produce even enough scientists to meet each year's increased demands, the scientific manpower shortage is likely to become acute. Since the period required for the advanced training of a scientist or engineer is from 3 to 4 years, the present shortages cannot be overcome in a brief period. In fact, they can only be overcome on a long-term basis and then only if potential scientists are motivated toward careers in science and have financial support adequate to enable them to pursue graduate study.

Although the size of the NSF fellowship program is necessarily limited to between 500 and 600 fellows at present, there is reason to believe that the fact of its existence will provide students with an incentive to continue their training even though they may not receive support from the Foundation. That is, students who apply for fellowship support but to whom awards cannot be made because of limited funds will nevertheless have their interest aroused and will make an effort to find some other means of continuing their graduate training.

National Professional Nursing Organizations

THE national professional nursing organizations have reviewed their structure and recently adopted extensive revisions. In 1950 there were six organizations—the American Nurses' Association, National Organization for Public Health Nursing, National League of Nursing Education, American Association of Industrial Nurses, Association of Collegiate Schools of Nursing, and the National Association of Colored Graduate Nurses. In that year the activities of the National Association of Colored Graduate Nurses were assimilated into other organizations.

NATIONAL LEAGUE FOR NURSING

After intensive Nation-wide consideration of their organization problems, a new organization, the National League for Nursing, was established in 1952. This organization assumes many of the functions of the National Organization for Public Health Nursing, National League of Nursing Education, and the Association of Collegiate Schools of Nursing, all three of which were disbanded. The American Association of Industrial Nurses voted to continue.

The National League for Nursing is concerned primarily with community nursing services and education to prepare nurses for these services. It is composed of both inidvidual and agency members. Individual members may be both nurses and non-nurses. Educators who are not nurses but who have an interest in nursing either as administrators of institutions which offer educational programs in nursing, or are members of boards and committees concerned with nursing education, or are teachers of nursing students, will find through membership in the National League for Nursing a way to contribute to national progress in nursing education. Agency members may be schools of nursing of all types, public health nursing agencies, and nursing services of hospitals and other institutions. The league began its existence with more than 20,000 individual charter members. The headquarters office is at 2 Park Avenue, New York City.

The National Nursing Accrediting Service and the Department of Evaluation and Guidance Services (formerly the Department of Measurements and Guidance of the National League of Nursing Education) are now included in the new National League for Nursing.

AMERICAN NURSES ASSOCIATION

The functions of the American Nurses' Association were also somewhat altered. It continues to be concerned primarily with the individual nurse and her professional welfare and standards. It is composed entirely of nurses and has approximately 180,000 members.

OFFICIAL JOURNALS

Two new journals have resulted from the reorganization of the national nursing associations. *Nursing Outlook* will be the official organ of the National League for Nursing, and the first issue will be published in January 1953. The new periodical, which will absorb *Public Health Nursing*, covers three major fields: Public health nursing, nursing education, and nursing services of all types. The journal should be of interest to both nurse and non-nurse readers.

June 1952 saw the publication of the first issue of *Nursing Research* which is aimed at sharing promptly the benefits of successful current research in nursing

education, practice, and service, and serves as a means of keeping its readers in touch with useful new projects from the time of their initiation. Each issue features previously unpublished materials which embody new ideas or new findings in areas where more facts are especially needed. It also contains detailed analyses of results of recently completed work, and abstracts and reports of projects in progress.

The *American Journal of Nursing* continues to be the official organ of the American Nurses' Association. All three journals are being published by the American Journal of Nursing Co., whose address is 2 Park Avenue, New York City.

Criteria for Determining Nationally Recognized Accrediting Agencies and Associations[1]

THE COMMISSIONER OF EDUCATION is required under section 253 of the Veterans' Readjustment Assistance Act of 1952 (66 Stat. 663, 675), known as Public Law 550 of the Eighty-second Congress, to publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered by an educational institution. The following criteria for determining nationally recognized accrediting agencies and associations have been evolved after consultation with an advisory group of educators. These criteria are presently effective but may nevertheless be modified as necessary or appropriate. For this purpose and in accordance with accepted procedures, interested accrediting agencies and associations are invited to submit suggestions and criticisms to the Commissioner of Education not later than forty-five (45) days from the publication of this notice in the FEDERAL REGISTER.

Criteria

The agency or association—

1. Is regional or national in the scope of its operations. (Regional as here used means several States.)

2. Serves a definite need for accreditation in the field in which it operates.

3. Performs no functions that might prejudice its independent judgment of the quality of an educational program.

4. Makes available to the public current information covering: (*a*) criteria or standards for accreditation, (*b*) reports of its operations, (*c*) a list of accredited institutions, courses or educational programs.

5. Has an adequate organization and effective procedures to maintain its operations on a professional basis. Among the factors to be considered in this connection are that the agency or association:

(*a*) Secures sufficient and pertinent data concerning the qualitative and quantitative aspects of the work of an institution, including data on such items as the educational objectives, educational programs, admission practices, training and experience of teachers, financial stability, laboratory and library resources.

(*b*) Uses qualified examiners to visit institutions and inspect courses, programs and facilities, and who prepare written reports and recommendations for the use of the reviewing body—and causes such examination to be conducted under conditions that assure an impartial and objective judgment.

(*c*)Reevalues at reasonable intervals the accredited institutions, programs and courses of study.

(*d*) Has financial resources as shown by its current financial statements, necessary to maintain accrediting operations in accordance with published policies and procedures.

6. Accredits only institutions which are found upon such examination to meet specific standards for accreditation, established in advance in terms that include the factors above described.

7. Has had not less than two years' experience as an accrediting agency, or in the alternative demonstrates to the satisfaction of the Commissioner that it has been organized under conditions that reasonably assure stability and permanence and that it has gained the acceptance required under 8 below during such shorter period.

[1] Reprinted from the *Federal Register*, October 4, 1952, pp. 8929–30. A list of nationally recognized accrediting agencies and associations was published in HIGHER EDUCATION, October 1, 1952, p. 32.

8. Has gained acceptance of its criteria, methods of evaluation, and decisions, by educational institutions, practitioners, licensing bodies, and employers throughout the United States.

9. Assurance is given that accreditation for the purposes of the act will not be conditioned on the payment of any sums of money: *Provided, however,* That a reasonable charge may be made by the agency or association for its services hereunder not exceeding the actual cost of the accreditation.

Courses in Home Building

THE HOME BUILDING INDUSTRY, through the National Association of Home Builders, is making a drive to provide college degree and extension courses both for established builders and for young men desiring to enter the industry. The association has a Professional Training Committee which has studied the courses now available and is urging the establishment of additional courses.

The committee has outlined a suggested course of 150 hours which can be used as a model by local schools and universities considering the establishment of courses. The topics include blueprint elements and applications, construction, job management, estimating design and layout, land planning, plumbing, heating, electricity, law and real estate, accounting and taxes, labor law, insurance, and sales promotion and finance.

It is reported that 44 colleges and universities offer degree courses in home building and that 38 schools and colleges offer night or short courses or both. In some communities the local home builders' associations cooperate with the schools and colleges in providing the courses.

Correction: Legal Education

The pattern of legal education was stated in HIGHER EDUCATION, September 1, 1952, as a 2–3 plan. It has now been learned that, effective September 1952, the American Bar Association minimum requirement for admission to an accredited law school is 3 years of acceptable college work. The Association of American Law Schools has adopted a standard embodying a similar regulation. It should be noted that some accredited law schools require that students admitted have a college degree.

NEW PUBLICATIONS

Government Publications

How To Obtain

(*1*) ***Cost Publications: Send request, enclosing remittance (check or money order), to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.***

(*2*) ***Free Publications: Request direct from the agency issuing them.***

From the Office of Education

Core Curriculum Development: Problems and Practices, by Grace S. Wright. Washington, D. C., U. S. Government Printing Office, 1952. Bulletin 1952, No. 5. 104 p. 30 cents.

Federal Funds for Education, 1950–51 and 1951–52, by Clayton D. Hutchins and Albert R. Munse. Washington, D. C., U. S. Government Printing Office, 1952. Bulletin 1952, No. 12. 92 p. 30 cents.

How Children Learn to Read, by Helen K. Mackintosh. Washington, D. C., U. S. Government Printing Office, 1952. Bulletin 1952, No. 7. The Place of Subjects Series. 16 p. 15 cents.

The Teaching of General Biology in the Public High Schools of the United States: An Inquiry into Offerings, Enrollments, Course Organization, Facilities, Equipment, and Expenditures, 1949–50, by W. Edgar Martin. Washington, D. C., U. S. Government Printing Office, 1952. Bulletin 1952, No. 9. 46 p. 20 cents.

Non-Government Publications

The American Association of Colleges for Teacher Education Fifth Yearbook. 11 Elm St., Oneonta, N. Y., Charles W. Hunt, Secretary, The Association, 1952. 182 p. Paper, $1.50.

Addresses and reports of committees, panel discussions, and group discussions.

An Atlas of Higher Education in the United States, John D. Millett (Ed.). New York, Columbia University Press, 1952. n. p. Paper, $2.50.

Shows by a map for each State the geographical distribution of accredited 4-year colleges, universities, and technical schools in 1950. Gives also population and enrollment data by States.

Education in a Period of National Preparedness, Arthur E. Traxler (Ed.). Washington, D. C., American Council on Education, 1952. 144 p. Paper, $1.50.

Report of the Sixteenth Educational Conference, New York City, Nov. 1–2, 1951, held under the auspices of the Educational Records Bureau and the American Council on Education. Eleven addresses on a variety of subjects, together with four reports of committees. Among the topics dealt with are political education, health education, reading, arithmetic, composition, school and college relations, and the development of personality in children.

Executives for the Federal Service: A Program for Action in Time of Crisis, by John J. Corson. New York 27, Columbia University Press, 1952. 91 p. $1.50.

Describes the problems involved in recruiting executives for the Federal Service and proposes ways for dealing with the situation. Among the suggestions are: Creating an awareness of the critical need for a larger supply of executives and potential executives in the Federal Government, and inducing a larger proportion of each year's crop of the ablest college graduates to enter Government service.

The F. S. A. and the U. S. A.: Pitfalls and Red Tape Affecting Foreign Students Elucidated in One Not-So-Easy Lesson, by Donald C. Kerr. New York 7, 291 Broadway, National Association of Foreign Student Advisers, [1952]. Proc. 27 p. Paper, 50 cents.

A description of immigration policies and procedures relating to foreign students set forth in terms of usefulness to foreign student advisers.

General Education in Theory and Practice, by John P. Wynne. New York, Bookman Associates, 1952. 251 p. $3.75.

Written "to assist in the systematic, critical analysis of the idea of general education." The 12 chapters deal with such subjects as the idea, ends, subject matter, organization of courses, methods of teaching, extracurricular activities, evaluation, in-service preparation for teaching, preparation of students for teaching, admission of students, administrative responsibility, and theories of general education.

A Guide to Audio-Visual Materials in Industrial and Labor Relations, by J. J. Jehring. Ithaca, N. Y., Cornell University, New York State School of Industrial and Labor Relations, 1952. Bulletin No. 22. 56 p. 25 cents. Single copies sent free of charge to residents of New York State.

Catalogs most of the films, filmstrips, recordings, and transcriptions in the field of industrial and labor relations of the last five years.

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